

*How can I  
measure the lexis  
in my students'  
essays?*

## How to assess student writing reliably and speedily with Text Inspector

*I'm preparing a  
TEST – which text  
is best?*

*Is this text  
too hard for  
my class?*

**Stephen Bax**

*Professor of Modern Language and Linguistics*

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# Background: teaching since 1981

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# My research interests

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- # Discourse
- # Eye tracking for researching reading
- # CALL – normalisation
- # Computers in text analysis





## The professional web tool for analysing texts

Text Inspector analyses the difficulty level of texts in English, giving you an instant score and detailed feedback.

Try it now!

Find out more about Text Inspector >

## Try it out right now

Analyse up to 500 words free.

Try the tool out with this paragraph of text here, by pressing Analyse below. Or you can replace this whole text with some text of your choosing. Simply paste any text into this box, or else type it in yourself!

Text Inspector gives different scores for Writing texts (student writing) and Reading and Listening texts (e.g. texts designed for classroom reading or listening). The default is Writing, so if your text is for Reading or Listening, please go to Advanced Options to change the mode and get accurate calculations.

Look at our Subscriptions section for special offers and discounts.

ANALYSE

Need to analyse longer documents or upload a file?

ADVANCED OPTIONS

EXPLORE  
SUBSCRIPTION PLANS

## Classroom research



Elaine, teacher and MA student in Spain: "What I did was analyse three main textbooks used in secondary schools in the region where I live to see how much less regular they shared. Thanks to Text Inspector, I



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CfP BAAL Vocabulary Studies SIG Annual  
Conference 3–4 July 2017, University of Reading



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## Classroom research



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## Lexical Profile - Writing ?

This is the overall **Lexical Profile** for your Writing text. Your score is given as a percentage, with 100% indicating a high level native speaker Academic text.

For the meaning of A1-C2 please see [here](#).

PERCENTAGE



NUMBER OF  
METRICS USED

28

CEFR LEVEL

C1+

## Scorecard

These are the metrics used to calculate the **Lexical Profile** for your Writing text. These metrics have been identified in our research as statistically significant in distinguishing between different Writing levels. If more metrics are used the score is likely to be more reliable. ?

### Statistics

OPEN ALL

AVERAGE SYLLABLES PER WORD

1.46

C1





## Enter text

Copy and paste, or type text into the box below. Then click **ANALYSE**. You can also analyse multiple documents by separating them with '#' or any other delimiter token. If you want to do this, tick **split** and choose the delimiter in the options below.

Paste or type text...

## ANALYSIS OPTIONS

Mode of text: Writing



Document 1

Document 2

Document 3

Document 4

Document 5

## HOW DID YOU SCORE?



Subscribers can get a complete *Lexical Profile Score* on the **Scorecard** page. [Click here](#) or use the side menu. Your text must be longer than 100 words.

EXPORT 

## TOOLS ✂

## Statistics

Lexical Diversity

Tagger

Errors

Lexis: EVP

Lexis: BNC

Lexis: COCA

Lexis: AWL

Metadiscourse

SCORECARD

EXPORT 📄

## HOW DID YOU SCORE?



Subscribers can get a complete *Lexical Profile Score* on the *Scorecard* page. [Click here](#) or use the side menu. Your text must be longer than 100 words.

This tool analyses the basic **Statistics** of your text.

## Summary ⓘ

UPDATE SCORES

Sentence count	6 ( <a href="#">Amend</a> )
Token count (excluding numbers)	100 ( <a href="#">Amend</a> )
Type count (unique tokens, excluding numbers)	69 ( <a href="#">Amend</a> )
Average sentence length	16.67 words
Type/token ratio	0.69
Number count	0 / 0 total digits
Syllable count	146 ( <a href="#">Amend</a> )
Words with more than 2 syllables	10
Words with more than 2 syllables - Percentage	10.00
Average syllables per sentence	24.33
Average syllables per word	1.46
Syllables per 100 words	146.00



## Input Sentences

1. Try the tool out with this paragraph of text here, by pressing Analyse below.
2. Or you can replace this whole text with some text of your choosing.
3. Simply paste any text into this box, or else type it in yourself!
4. Text Inspector gives different scores for Writing texts (student writing) and Reading and Listening texts (e.g. texts designed for classroom reading or listening).
5. The default is Writing, so if your text is for Reading or Listening, please go to Advanced Options to change the mode and get accurate calculations.
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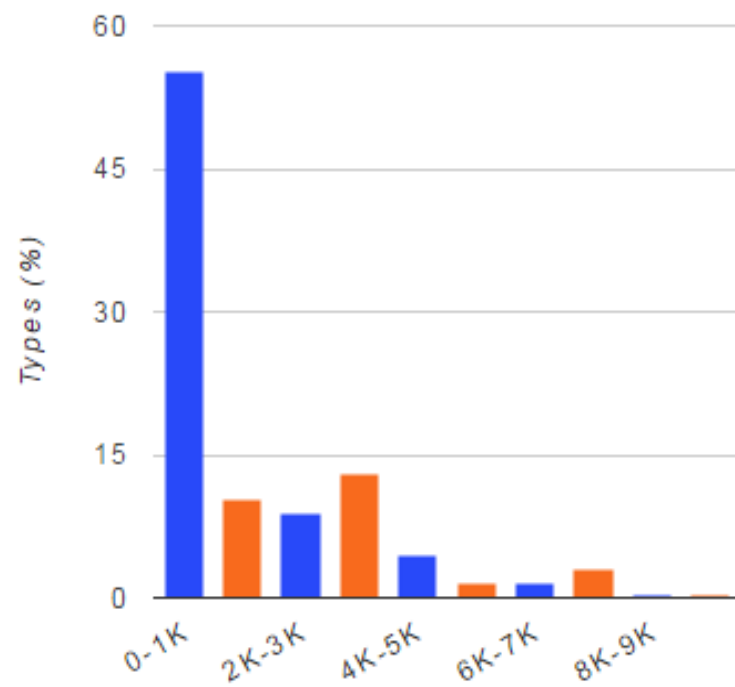
### Summary ?

[UPDATE SCORES](#)

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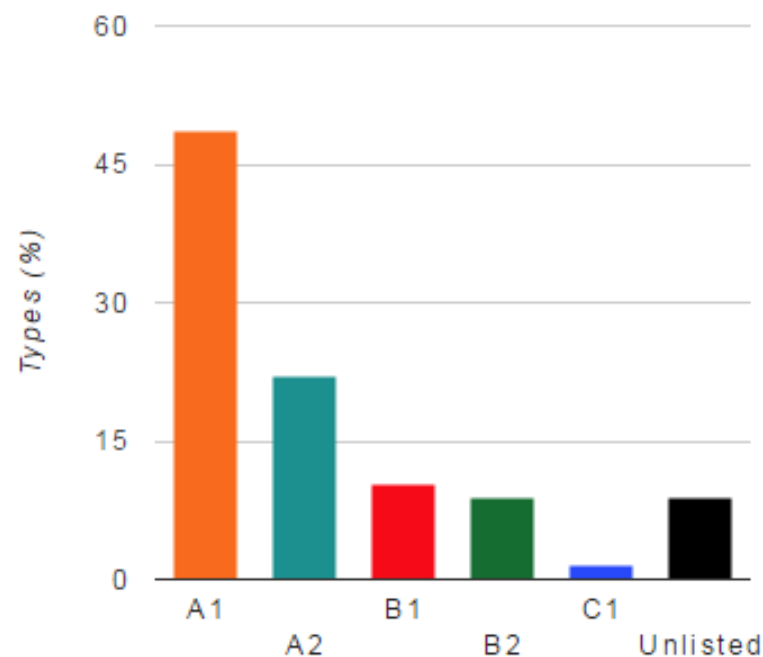
Lexis: BNC

Lexis: COCA



## Summary

Word List	Types	Tokens
A1	33 (48.53%)	56 (57.14%)
A2	15 (22.06%)	22 (22.45%)
B1	7 (10.29%)	7 (7.14%)
B2	6 (8.82%)	6 (6.12%)
C1	1 (1.47%)	1 (1.02%)
Unlisted	6 (8.82%)	6 (6.12%)





## Statistics and details

[EXPORT STATISTICS AND DETAILS](#)[\(Toggle all words\)](#)

**A1** 14 types / 15 tokens  
50.00% / 48.39%

[\(Show words\)](#)

**A2** 6 types / 8 tokens  
21.43% / 25.81%

[\(Hide words\)](#)

by (1)

detail (1)

information (1)

out (1)

text (3)

try (1)

**B1** 3 types / 3 tokens  
10.71% / 9.68%

[\(Hide words\)](#)

accurate (1)

paragraph (1)

pressing (1)

**B2** 4 types / 4 tokens  
14.29% / 12.90%

[\(Show words\)](#)

**C1** 1 types / 1 tokens  
3.57% / 3.23%

[\(Show words\)](#)

## Input

try A2 text A2 inspector B2 out A2 with A1 this A1 paragraph B1 of A1 text A2 here A1 by A2 pressing B1  
analyse B2 below A1 choose A1 the A1 mode C1 of A1 your A1 text A2 and A1 get A1 accurate B1  
calculations B2 look at B2 information A2 on A1 each A1 word A1 in A1 detail A2

Lexis: AWL

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## TOOLS

Statistics

Lexical Diversity

Tagger

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Lexis: EVP

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Lexis: AWL

Metadiscourse

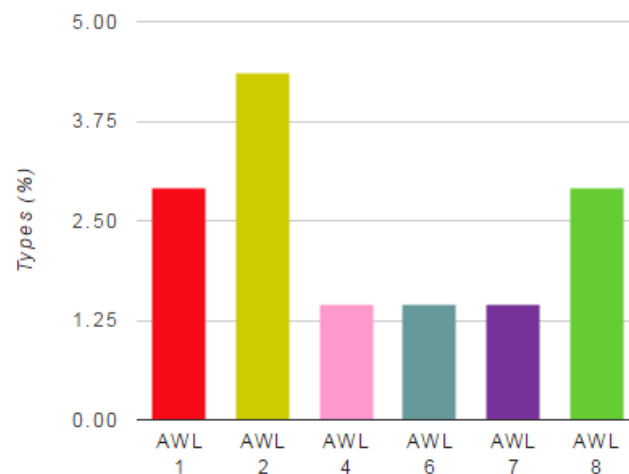
SCORECARD

EXPORT 

This tool analyses your text according to the **Academic Word List** or **AWL** (Coxhead, 2000). Click [here](#) for an explanation. It also analyses your text in terms of key **Phrases** identified by Martinez and Schmitt (Martinez and Schmitt, 2012), identified as K1, K2 and so on, as discussed [here](#). If you want to correct any analysis, go to *Input* below, change the tag, then click *Update*.

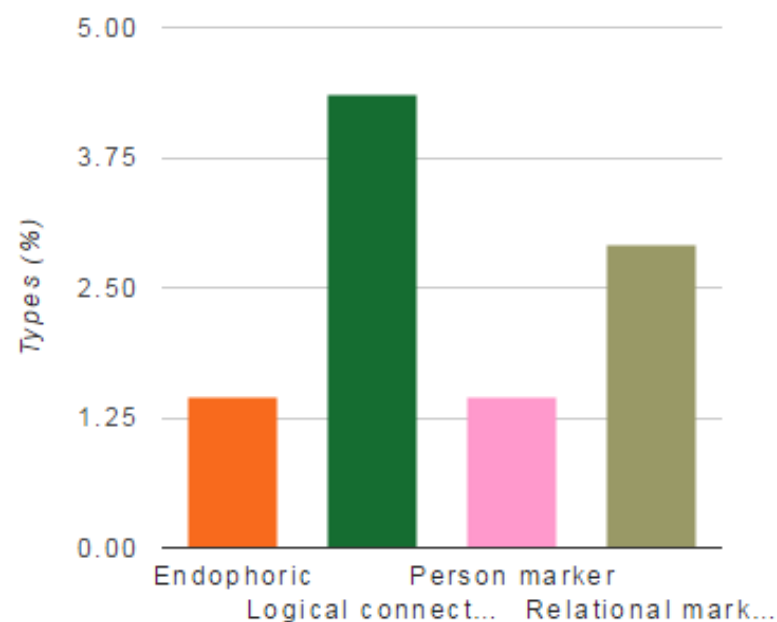
## Summary

Word List	Types	Tokens
AWL Total	10 (14.49%)	17 (17.00%)
AWL 1	2 (2.90%)	2 (2.00%)
AWL 2	3 (4.35%)	10 (10.00%)
AWL 4	1 (1.45%)	1 (1.00%)
AWL 6	1 (1.45%)	1 (1.00%)
AWL 7	1 (1.45%)	1 (1.00%)
AWL 8	2 (2.90%)	2 (2.00%)
Unlisted	59 (85.51%)	83 (83.00%)



## Summary

Word List	Types	Tokens
Total	7 (10.14%)	14 (14.00%)
Endophoric	1 (1.45%)	1 (1.00%)
Logical connective	3 (4.35%)	9 (9.00%)
Person marker	1 (1.45%)	1 (1.00%)
Relational marker	2 (2.90%)	3 (3.00%)
Unlisted	62 (89.86%)	86 (86.00%)





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## TOOLS ✂

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PERCENTAGE

NUMBER OF  
METRICS USED

CEFR LEVEL

63%

28

C1+

## Scorecard

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## Statistics

OPEN ALL

AVERAGE SYLLABLES PER WORD

1.46

C1





# How can you use it?

---

- # Checking student writing (e.g. to help with mass testing)
- # Checking texts for classroom use
- # Researching texts



# Summary: Text Inspector is

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- # Based on meticulous research
- # Easily accessible / cheap
- # As detailed as you want it to be
- # Very straightforward to use

# But...

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- # Text Inspector is not a complete, automated marking system
- # Text Inspector cannot measure everything (e.g. relevance)
- # The teacher still needs to use judgement
- # So we should see it as a valuable tool, not a panacea

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# Thank you

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Stephen Bax

*stephen.bax@open.ac.uk*



# D levels

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Although a departure from the CEFR itself, this is consistent with previous discussions of the CEFR and how it relates to higher levels of proficiency, which are summed up well in this remark from Nick Saville:

*“Take, for example, the top level – C2. This is not described with reference to the competence of a well-educated native speaker (however that may be defined), but is conceived of as the highest level that learners might aspire to reach within the normal educational processes available to them in learning another language. Language specialists such as interpreters, professional writers and so on may develop skills which exceed the C2 level thus allowing for a possible D level.”*

*(Saville, 2012:20, emphasis added)*